

# Peddie Summer Day School

## Course Syllabus: SPANISH II

Teacher: Señor Middleton

Textbook: *Vistas* 4<sup>th</sup> Edition- Introducción a la lengua española, © 2012

<http://vistahigherlearning.com/students/store/spanish-programs/vistas-4th-edition.html>

*Mi propio Auto* [http://www.amazon.com/s/ref=nb\\_sb\\_ss\\_c\\_0\\_9?url=search-alias%3Dstripbooks&field-keywords=mi+propio+auto&prefix=mi+propio%2Caps%2C138](http://www.amazon.com/s/ref=nb_sb_ss_c_0_9?url=search-alias%3Dstripbooks&field-keywords=mi+propio+auto&prefix=mi+propio%2Caps%2C138)

## Materials

1. Cuaderno
2. Lápiz o bolígrafo
3. Libro de Mi Propio Auto
4. Computadora
5. Folder titled 'Español 2' en tu computadora.

## Course Overview

In this class students will continue to develop the four basic skills of listening, speaking, reading and writing. In class, there is a particular emphasis on communicative and listening activities. Through these activities, students will strengthen vocabulary and grammar concepts from Spanish I, and build a more comprehensive understanding of the three time frames (past, present, future). These concepts are taught using authentic resources that expose students to contemporary culture in Spanish speaking countries.

## Learning Philosophy

As Spanish II teachers, we believe that the best way to learn a second language is by **practicing as much as possible**, therefore all the students are expected to take every interaction as an opportunity to practice. We also work with many activities that promote **collaboration and cooperation**. We also believe that students learn best in an **environment** in which they feel comfortable, accepted and safe, therefore students and teachers are expected to respect each other's thoughts and to understand **mistakes as part of the learning process**. Constructive **feedback** is always essential from both ends and students are encouraged to talk to the teacher, since we believe that students learn best when they take **ownership** of what they are learning and working with interesting and relevant material. We base our choice of lessons and activities from the research done through the American Council on the Teaching of Foreign Languages (ACTFL) and its subsequent goals of the Five Cs: Communication, Cultures, Communities, Comparisons, and Connections. These goals and philosophy are also our departmental philosophy.

## **Course Expectations**

- You are expected to challenge yourself and speak in Spanish when in class. You have so little time in another language that the more you use it and hear it the faster you will learn the nuances of the language. We will aim to use Spanish 90 % of the class. Please use gestures when you cannot think of a word, or simply ask! (In Spanish)
- Work diligently on classroom assignments and PAY ATTENTION!
- This is YOUR class. However, other people are in it. Please show them respect and understanding. We are all learning the language and mistakes are welcome!
- As you respect your classmates, also be open and respectful to learning about different cultures.
- Bring your binders, writing utensils, and homework every day to class. All students are to be in their seats at the beginning of the class, with their materials ready to work. There is NO excuse for being unprepared for class on any given day.
- If students are absent, they are expected to complete assignments when they return to school. Please, contact me to figure out the best schedule to complete your missed assignments.

## **Honesty Policy**

**Academic dishonesty** is the attempt to secure unfair advantage for oneself or another in any academic exercise.

Examples include:

1. **Cheating**- the use or attempted use of trickery, artifice, deception, fraud and/or misrepresentation of one's academic work.
2. **Plagiarism**- the representation of the words or ideas of another as one's own work in any academic exercise.
3. **Facilitating Dishonesty**- knowingly helping or attempting to help another commit any act of academic dishonesty.

A more extensive outline and description of the honesty policy can be found in the student handbook.

## Content Organized by Week

<p><b>Weeks 1-2</b></p> <p><b>Lección 6. ¡De Compras!</b></p> <ul style="list-style-type: none"><li>a. Vocabulario de ropa/compras/colores</li><li>b. Saber y Conocer</li><li>c. Objetos Indirectos</li><li>d. Objetos Directos</li><li>e. Pretérito (verbos regulares)</li><li>f. Adjetivos y pronombres demostrativos</li></ul> <p><b>Lección 7. La Rutina Diaria</b></p> <ul style="list-style-type: none"><li>a. Vocabulario de la rutina diaria</li><li>b. Verbos reflexivos</li><li>c. Palabras indefinidas y negativas</li><li>d. Pretérito de Ser e Ir</li><li>e. Verbos como gustar</li></ul> <p><b>Lección 8. La Comida</b></p> <ul style="list-style-type: none"><li>a. Vocabulario de la comida</li><li>b. Vocabulario del desayuno, almuerzo y la cena</li></ul>	<p><b>Weeks 3-4</b></p> <p><b>Lección 8. La Comida</b></p> <ul style="list-style-type: none"><li>c. Verbos stem-changing en el pretérito</li><li>d. Double Object Pronouns</li><li>e. Comparativos</li><li>f. Superlativos</li></ul> <p><b>Lección 9. Las Fiestas</b></p> <ul style="list-style-type: none"><li>a. Vocabulario las fiestas/relaciones interpersonales</li><li>b. Irregular Preterites</li><li>c. "qué" and "cuál"</li><li>d. Pronombres después de preposiciones</li></ul> <p><b>Lección 10. El Consultorio</b></p> <ul style="list-style-type: none"><li>a. Vocabulario del consultorio</li><li>b. Imperfecto</li><li>c. Pretérito e Imperfecto</li><li>d. Constructions con "se"</li><li>e. Adverbios</li></ul>
<p><b>Weeks 5-6</b></p> <p><b>Lección 11. La Tecnología</b></p> <ul style="list-style-type: none"><li>a. Vocabulario de la tecnología</li><li>b. Mandatos familiares</li><li>c. Por y Para</li></ul>	<p><b>Lección 12.</b></p> <ul style="list-style-type: none"><li>a. Vocabulario de la vivienda</li><li>b. Vocabulario del comedor</li><li>c. Pronombres relativos</li><li>d. Mandatos Formales</li><li>e. Presente Subjuntivo</li></ul>

## **Grading System**

Students will be tested in the four skills areas-listening, speaking, reading and writing throughout the course.

### **Tarea** (homework): 5%

These assignments will be graded for completion only, unless otherwise announced. Not every homework will be graded, but it must always be done!

### **Exámenes** (Chapter tests): 20%

Dates for tests and projects will always be posted in Canvas one week (or earlier) before the due date. All tests are comprehensive, so test chapter 9 it will include selected material from chapter 8 and chapter 7.

### **Pruebas generales** (general quizzes): 20%

There will be weekly quizzes announced and posted in Canvas three days (or earlier) before the due date. These quizzes include general quizzes such as vocabulary or grammar.

### **Proyecto/examen final** (Project/Final exam): 20%

Students will be asked to complete a project or final exam sometimes based on selected readings.

### **Portfolio**: 5%

Students will have a binder check once a term to make sure their notes are well-organized.

### **Reading/writing**: 10%

Students will be required to complete in-class essays or quizzes based on our class reading, *Mi propio auto*. There will also be occasional essays on various topics throughout the course of the year.

### **Listening/Speaking**: 15%

Students are assessed on their oral skills throughout the year on various topics. Oral quizzes can complement or take the place of grammar assessments.

### **Participation**: 5%

Students are encouraged to speak in Spanish 100% during class time. Students are evaluated on the following categories.

Various Areas	Novice 1	Emerging 2	Proficient 3	Exemplary 4	Student Comments (Justify your choice)
<b>Attitude</b>	Consistently makes negative comments about the Spanish language, people or the class.	Occasionally makes negative comments about learning Spanish or classroom activities.	Demonstrates a positive attitude towards learning Spanish through contributions in class.	Shows enthusiasm and eagerness to learn Spanish in class. Tries to convey a positive attitude to others.	
<b>Participation</b>	Rarely participates or disrupts others' participation.	Participates with frequent teacher prompting and encouragement.	Participates and works cooperatively with others most of the time with little encouragement.	Participates almost all of the time and helps / encourages other students when necessary.	
<b>Use of Class Time</b>	Easily distracted and creates distractions for others. Off-task for large portions of classroom time.	Sometimes distracted by others or occasionally creates distractions for others. Off-task for some portions of classroom time.	Rarely distracted by others. Causes no distractions for others. Mostly focused on task.	Works well despite distractions that may occur. Consistently focused on task.	
<b>Organization</b>	Needed materials are not brought to Spanish class and/or maintains a notebook with several missing or incomplete pages.	Sometimes does not bring needed materials to Spanish class and/or maintains a notebook with some incomplete or missing pages.	Usually brings needed materials to Spanish class. Notebook is mostly organized and up to date.	Consistently brings all needed materials to Spanish class. Notebook is organized and maintained regularly.	
<b>Responsibility</b>	Often arrives late for class. Assignments/homework are incomplete or late. Missed class work is not requested or completed.	Sometimes late for class. Only some assignments or homework are completed by the due date. Some missed class work is requested and completed before the following Spanish class.	Arrives to class on time. Homework/assignments are completed on time with most instructions followed. Missed class work is requested and completed before the following Spanish class.	Attentive and ready to begin on time. All assignments, homework, and missed class work are completed / submitted on time. Instructions are carefully followed.	
<b>Use of Spanish</b>	Uses English all the time. Reference materials are not consulted.	Sometimes speaks Spanish during class activities. Student notebook is used as the main resource for Spanish.	Often speaks Spanish during class activities and makes an effort to speak Spanish at other appropriate times. Able to use provided reference materials with assistance.	Speaks Spanish as much as possible in class. Able to use provided reference material proficiently.	

### Selected Online Resources

1. **Quizlet:** This website is great for online flashcards. This site enables students to make their own set of flashcards for studying. <http://quizlet.com/>
2. **Quia:** Provides games and activities that students can use to review material <http://www.quia.com/>
3. **Duolingo.com:** This website is particularly useful over breaks and long vacation times. It helps Spanish students retain vocabulary and grammar concepts from lower levels and use it in conversational Spanish. <https://www.duolingo.com/>

### Ideas on how to improve your grade

1. Being prepared to class every day.
2. Participate in Spanish.
3. Ask thoughtful questions.
4. Come for extra help.
5. Complete day to day homework assignments.
6. Pay attention to the lesson during class time.